

CerOrganic Training Curriculum

Module C531 ***Blended and E-Learning Design***

Unit C531.4 ***Implementation of Participative Techniques***

504387-LLP-1-2009-1-GR-LEONARDO-LMP

Structure

1. About the tutor, Mr. Charalampos Thanopoulos
2. Aims & objectives
3. Learning outcomes & skills
4. Methodology
5. Introduction of the unit
6. Content of the *“Implementation of Participative Techniques”*
7. References / supporting material
8. Evaluation of learning

Mr. Charalampos Thanopoulos

MSc Agronomist

- Scientific Associate in Agro-Know technologies
- Graduated from the Agricultural University of Athens (holder of diploma in Horticulture - Specialisation in Vegetable crops)
- Certified trainer of farmers in professional training programmes of Greek Ministry of Food and Rural Development.
- Strong experience in:
 - development of online learning resources for agricultural topics
 - EU research projects in the fields of vocational education and training.

Aims & Objectives

- To introduce participants to the concept of teaching techniques
- To support the tutors' efforts to select the proper teaching method for the course participants

Learning Outcomes & Skills

- By the end of the course, trainees will be able to:
 - Have the required knowledge in order to adjust the training programme to the needs of the audience
 - Exploit modern training techniques
 - Evaluate and improve their own training methodologies and approaches after the completion of the programme

Methodology

- Course is consisted of:
 - A ppt presentation and
 - An Interactive session between trainer and trainees

Introduction to the training session

- The training session “***Implementation of participative Techniques***” provides an introduction to the concept of designing a successful training course (core ideas, course titles and aims) and focuses on the enhancement of the trainees’ participation.

Content

- Types of Participative techniques
- Timing of the implementation of Participative techniques

Introduction to Participative Techniques to Motivate Trainees

Using Participative Techniques

- To **start off** a training event
- To **change** the subject or restart after a break
- To **deepen understanding** and to give practice
- To gain commitment to **take action** or to change topic

Available Participative Techniques

- Buzz group
- Hum group
- Question and discussion
- Tick box discussion
- Brainstorm
- Training visit
- Exercises
- Summary technique
- Action plans

Choose the appropriate time for applying each technique to motivate trainees (1/2)

- Starter Techniques include:
 - Buzz group
 - Hum group
 - Question and discussion
 - Tick box discussion
- Change Techniques include:
 - Hum group
 - Brainstorm
 - Question and discussion
 - Tick box discussion

Choose the appropriate time for applying each technique to motivate trainees (2/2)

- Deeper Understanding and practice Techniques Include:
 - Training visit
 - Exercises
- Commitment Gaining techniques Include:
 - Summary technique
 - Action plans

Using a Buzz Group (1/4)

- Objectives:
 - Get everyone involved at the start of a multi course
 - Establish levels of knowledge and understanding in the group
- A Buzz Group is consisted of two phases
 - Buzz (10 minutes)
 - Discussion (30 minutes)

Using a Buzz Group (2/4)

- **Phase 1: Buzz**

- Present a **structured question** to the Overhead projector or Flipchart
- Separate the audience **in small groups** of three persons
- Each group should write down their **one idea**
- When help is needed give info related to the question
- This phase should start no more than 10 minutes
- Hand out posters to groups to write their notes
- Hang all newsprint poster in front of room

- Set a question that will encourage all trainees to discuss on the selected topic

In order to motivate the whole audience raise questions, asking to list the benefits or advantages of an idea, tool/instrument & practice

Using a Buzz Group (3/4)

- **Phase 2: Discussion**

- Ask everyone to **study the list**
- **Highlight** the items that are presented in all lists
- Address questions to the first group to explain their opinion
 - When one is identified, explore..
 - Why did you write this?
 - What do you mean by .. ?
 - Could you give an example of your experience?
- Ask the opinions from other groups until each common item into all lists has been explained in details
- Repeat the previous stages for another common items

Using a Buzz Group (4/4)

- **Phase 2: Discussion**

- When all the ideas / opinions have been discussed you can take your own choice for further discussion and comment

- Choose a sub-topic where everyone will interest to contribute
 - Select specific participants to contribute their experience in details

- **Timing**

- Trainer should run the Buzz Group in 40 minutes

Question & Discussion (1/4)

- Use this participative techniques to explore the **understanding of your teaching points**, based on the trainees' experience
- Question & Discussion technique should last 10 minutes maximum

Question & Discussion (2/4)

- **Following steps:**

- Make sure you drive the discussion on topic that you would like to
 - Have the result you want to come up clearly identified
 - The result could be a list of benefits or advantages on how to suggest feasible solutions on a problem or to avoid it
- Plan the former question into your notes
 - Write the initial question in a simply and understood way into your notes
 - What you will have to do to control blossom-end rot in tomato crops

Question & Discussion (3/4)

- **Following steps:**

- Address supplementary questions to specific persons
 - “Which nutritional element is responsible for the “Blossom-end rot” in tomato fruits, Nick?”
- Ask additional questions to keep the discussion on track
 - “To avoid the blossom-end rot result onto the tomato fruits you could add Ca into the soil before the blossom of the first flowers. Lets concentrate on the risks of adding to the soil more Ca than is need, by the impact onto the soil chemical reaction (pH).”

Question & Discussion (4/4)

- **Following steps:**
 - Form a **strong conclusion**
 - “Highlight the main points of the discussion linking them with the expressed statements and the experiences of the trainees

Using a Hum Group (1/6)

- Objectives:
 - Establish previous experience
 - Establish current opinions and knowledge
 - Explore the benefits of the content of a specific sub-topic of the the main topic of the training
- A Hum Group is consisted of three phases
 - Hum (5 minutes)
 - Feedback (5 minutes)
 - Discussion (10 minutes)

Using a Hum Group (2/6)

- **Phase 1: Hum**

- Present a structured question to the Overhead projector or Flipchart
- Suggest to the audience to work in pairs
- Ensure that one in each pair writes down the notes of the group
- Prompt those who needs help
- Allow this phase to last up to 5 minutes, but stop as soon as the Hum stops

Using a Hum Group (3/6)

- Prepare the questions for the Hum Group

Options:

- Based on the teaching content, list a number of related questions that could help you to start a discussion on the elaborated topics / sub-topics
- When the objective of the training session is the motivation to change (e.g. support alternative opinions, like biodynamic agricultural techniques), then ask the audience to list the benefits and advantages of a specific approach

Using a Hum Group (4/6)

- **Phase 2: Feedback**

- Write down one point from each group (pair), creating one list
- Repeat using the second person in each pair to respond, keeping the whole audience involved
- Ask them to add only points that are missing from the list
- Try to write their own words without paraphrasing their main ideas
- Don't discuss their options, until the list is completed

Using a Hum Group (5/6)

- **Phase 3: Discussion**

- According to your experience, select the most important points of the list to discuss on them
- Indicate (**Highlight**) the points that you prefer to discuss around the room
- Start the discussion by raising questions
 - Why you mention this?
 - Give us an illustration of your experience
- Ask for further examples from the rest groups that can support this statement

Using a Hum Group (6/6)

- **Phase 3: Discussion**

- After a details explanation of a point, summarise the trainees' opinion and move to next point of the list
- Bind one point with the next one, mentioning the purpose of your choice (selection) and the importance of the next in the queue point

- **Timing**

- The total estimated duration of the Hum Group should last 20 minutes

Using a Brainstorm (1/3)

- Aims & Objectives
 - Switch the course from one topic and focus attention to the next item
 - Examine the width of the topic
 - Create a lively atmosphere among the trainees
 - Get 30-40 ideas
- The Brainstorm is consisted of two phases:
 - Brainstorm (10 minutes)
 - Link (5 minutes)
- Timing
 - You should run the brainstorm session in 15 minutes

Using a Brainstorm (2/3)

- **Phase 1: Brainstorm**

- Write down one or two words topic
- Ask for one or two words contributions from all
- List trainees' points on the board
- Don't ask the audience to explain their replies
- Keep your back to the group and write up as fast as you can
- Encourage all the participation of the whole group
- Stop when you have enough content on the board to start the discussion

Using a Brainstorm (3/3)

- **Phase 2: Link**

- Introduce the main topic areas that are to follow
- Ask trainees to identify items into the list that are linked to each topic area
- Use coloured pens to depict the linkage of items and each subject area
- Ensure that the group sort out the list
- Conclude the session by moving from the wide topic to the detailed sub-topic areas based on the needs and the experience of the audience

Using Tick Box Discussions (1/4)

- Aims & Objectives
 - Establish previous experience
 - Establish current opinions and knowledge
 - Get the trainees' approach on specific topics
- Tick Box Discussions are consisted of 3 phases
 - Instruction (2 minutes)
 - Tick Box (5-8 minutes, according to the number of questions)
 - Feedback (15 minutes)

Using Tick Box Discussions (2/4)

- **Phase 1: Instruction**

- Hand out the tick box sheets
- Explain what has to be done
- Ensure individuals or pairs are working
- Explain to the trainees that this is not a test or part of examination

- **Phase 2: Tick Box**

- Avoid inspecting or overseeing when participants are working
- Encourage speedy reaction after a few minutes

Using Tick Box Discussions (3/4)

- **Phase 3: Feedback**

- To start ask the whole group, e.g. asking which question they prefer to start first
- Then ask individuals to explain their choice
- After this short discussion you can approach specific person and ask him about his choice and to explain it
- Try to enlighten superficial choices, by asking the specific reasons “Why you choose?”
- Ask trainees to support their choices by the expression of examples
- Conclude each topic with a linkage to the next issue

Using Tick Box Discussions (4/4)

- Example: Tick the one is closely to your opinion

1a. Planning the species of vegetables that you will cultivate is best done after a analysis of the market needs			1b. Planning the species of vegetables that you will cultivate is best done as your experience in previous years
2a. Good time to control a pest or disease infectious is immediately after the appearance of the problem			2b. Good time to control a pest or disease infection is the application of actions before their appearance
3a. Good practice to water your plants is to use the spring irrigation, adjusting the applying quantity to the specific needs of the cultivation and the environmental factors			3b. Good practice to water your plants is to use the spring irrigation, adjusting the applying quantity to the specific needs of the cultivation

Organising Training Visits (1/6)

- Aims & Objectives
 - Help trainees to identify key points by examining real cases
 - Encourage discussion on practical situations
 - Support trainees to identify the purpose and the objectives of the visits
- Training Visits are consisted of three phases:
 - Introduction (5 minutes)
 - Visit (20 minutes)
 - Discussion (20 minutes)

Organising Training Visits (2/6)

- **Phase 1: Introduction**

- Explain the purpose of the visit
- Hand-out visit formulated sheet, including specific fields that should be examined and filled out by the participant
- Emphasise the need to work individually
- Encourage each person to write down any additional comment that he notice

- **Phase 2: Visit**

- Move among participants to answer queries and encouragements
- Keep them working individually

Organising Training Visits (3/6)

- **Phase 3: Discussion**

- Collect all visit sheets of the participants and fill the the score chart
- Using the score chart to ask the participants to explain the differentiation of the results
- For each topic, try to conclude by answering the questions “**What..?**”, “**Where...?**”, “**When...?**” and “**How...?**”
- Make clear to the participants that the purpose of the training visit is the identification of the most appropriate improvements and trainees’ reactions in similar situations

Organising Training Visits (4/6)

- **Phase 3: Discussion**

- List some comments for each topic / point of the visit sheet
- Summarise the findings of the trainees' responds with the overall objective of the training visit

- **Timing**

- The overall duration of this session should not exceed the 45 minutes

Organising Training Visits (6/6)

- Example of a Score Chart:

For concluding and analysing the results

Topic	Participant 1	Participant 2	Participant 3	Participant 4
1. Selection of organic seeds				
2. Pruning of plants				
3. Irrigation of plants				
4. Pests and diseases control				
5. Quality of tomato fruits (tasty fruits - level of sugars)				
6. Deficiency of nutritional elements (spots on the leaves)				

Organising Training Visits (5/6)

- Example of a Visit Sheet:

Examine the following topics for the organic tomato cultivation under covered (greenhouse), choosing the most appropriate score on the scale of 1-10 (1=poor - 10 excellent)

Topic	1-10	Comment
1. Selection of organic seeds		
2. Pruning of plants		
3. Irrigation of plants		
4. Pests and diseases control		
5. Quality of tomato fruits (tasty fruits - level of sugars)		
6. Deficiency of nutritional elements (spots on the leaves)		

Using Exercises (1/5)

- Aims & Objectives
 - Establish trainees acceptance of new techniques / processes
 - Break down the classroom atmosphere by introducing movements related activities
 - Develop a structure process to handle new situations by using previous examples as guidelines
 - Improve learning processes by taking actions

Using Exercises (2/5)

- Exercises are consisted of three phases
 - Brief (5 minutes)
 - Supervise (more than 50 minutes)
 - Review (more than 20 minutes)

Using Exercises (3/5)

- **Phase 1: Brief**

- Have printed set of instructions or exercises on Overhead projector, flipchart or individual of paper
- Explain in details what the participants have to do it
 - Available time
 - Required result
 - Method of required working
 - Reporting back procedure
- Ask participants to split in groups
- Use overhead projector or newsprint to show their results

Using Exercises (4/5)

- **Phase 2: Supervise**

- After ensuring that all the participants have taken all the needed documents / material, leave them to work alone without your involvement
- In case of some individual or groups face difficulties, encourage them to find the easiest way to continue the procedure
- Before the end of the phase, check the progress of each group and readiness to review

Using Exercises (5/5)

- **Phase 3: review**

- Use reviews to highlight the learning that has taken place
- Ask participants to evaluate the whole procedure and suggest any improvement of this session
- Make the most appropriate conclusions matching the results of this session with an extra actions / exercises that could be allocated as homework to participants

- **Timing**

- An exercise session can last from 45 minutes to up to 75 minutes, depending on the length of the exercise

Planning Exercises

- Plan exercises where participants should work / take action
 - Preparing a program for applying fertilisers in the cultivation (according to the principals of the Organic Agriculture)
 - Planning how many plants you need for an organic farm and identify their places where you have to put them (distances between them)

Following steps for Planning Exercises (1/4)

- Process
 - Related to the course aim
 - Related to the participants' interest and needs (work / research)
 - Defined outcome and achievable in given time of the training session
- Format
 - What will be the outcome of the exercise
 - Duration of the exercise
 - Participants will work individually or in groups

Following steps for Planning Exercises (2/4)

- Review of the plan
 - Necessity of the final reviews by the groups / participants
 - What teaching points elements should be presented to the audience
 - Preparation of the conclusion of the exercise

Following steps for Planning Exercises (3/4)

- Prior input
 - Technical instructions that will be revealed useful to the participants
 - Decide when it is necessary to motivate the participants (groups or individuals) to take actions or to start thinking on new context for solving problems based on their own experience
 - Think and apply inputs that will support them to take actions

Following steps for Planning Exercises (4/4)

- Plan exercise brief
 - Specify the available time for each exercise
 - Specify the required result
 - Specify method of working
 - Specify what should be reported

Summary Technique (1/4)

- Apply the summary techniques at the
 - End of a session
 - End of a day
 - End of a whole training course
- Aims & Objectives
 - Help trainees to establish a **well understanding** of what they have learned
 - Remind the **highlights** / sub-topics of the training session
 - Motivate participants to take actions and apply what they have learned in practice

Summary Technique (2/4)

- Phases that are included
 - Briefing
 - Solo (5 minutes)
 - Feedback (5 minutes)
- Timing
 - 10 minutes is enough time to wrap-up what have been taught and conclude the main outcomes of the Session / Day / Training course

Summary Technique (3/4)

- **Phase 1: Briefing**

- Conclude the main outcomes of the training session
- Put a summary question
- “Write down three topics / areas of the training session that are in great importance for you?”
- List the next three actions that you will apply in your working field in order to apply what you have learned in the training session?”
- Emphasise on the net actions that should be taken by the trainees, based on what they have been taught

Summary Technique (4/4)

- **Phase 2: Solo**
 - Ensure that all the participants work individually
 - Turn your back on them to encourage them to work
- **Phase 3: Feedback**
 - Record one comment from each participant
 - Thank each of them for their contribution
 - Don't try to open a new discussion
 - Close the course or training session

Action Plans (1/3)

- Action Plans are consisted of two phases:
 - Briefing (more than 5 minutes)
 - Writing (more than 45 minutes)
- Timing
 - In order to organise a good action plan allocate more than 25 minutes or 45 minutes in case of group phase is included

Action Plans (2/3)

- **Phase 1: Briefing**

- Mention the main sub-topics / areas that are in great interest of the participants, relating to stated action points from previous summaries
- Prepare a well structured action plan sheet
- Explain the reasons why all participants should join this action of the training event

- **Phase 2: Writing**

- Leave them alone to work
- As plans are completed give them encouragement

Action Plans (3/3)

- Additional phase: Group phase
 - After finishing the previous phase, ask participants to share their thoughts, with the rest of the group, the prepared action plans and to look for ways to overcome possible problems during their implementation
 - Split them in small groups of three persons and ask them to each one to start outline his action plan to the rest of the group and explain the main problem he will face
 - Stay outside of this phase and let the participants to keep the control of this phase

Example of Action Plans

- E.g. Explain what actions you will take, based on the acquired knowledge of this training course

	What (describe the action)	By when (you will apply this action)
1		
2		
3		
4		
5		
6		
7		

References / Supporting material

- International Foundation for Sustainable Agriculture Training (IFSAT): www.ifsat.eu
- LLP LdV Transfer of Innovation project Organic.Mednet (2009-2011): www.organic-mednet.eu
- LLP LdV Transfer of Innovation project Organic.Balkanet (2009-2011): www.organic-balkanet.eu
- LLP LdV Development of Innovation project e-Competences TOOLS (2009-2011): www.competencetools.eu
- eContentPlus project Organic.Edunet (2007-2010): <http://portal.organic-edunet.eu/>
- LdV project INTROPRO (1996)

Assessment of Learning

- Summary at the end of the lecture for recording the understanding of trainees

The training session
“Implementation of participative Techniques” is related
to the objectives of the whole Module ***C531 “Blended and
E-Learning Design”***, as well to the Module C533 ***“Farmers
Communications & Consultations Approaches”***

For more information

please contact cthanopoulos@agroknow.gr